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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet identifies important research about historically black colleges and universities (HBCUs) and describes resources that discuss historical roles, challenges, and opportunities related to these institutions. The topics covered include: (1) history; (2) finance and support; (3) enrollment; (4) Title IX; (5) case applications; and (6) the future. Two useful World Wide Web resources complement the 42 resources described, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Historically Black Colleges and Universities (HBCUs)

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Historically Black Colleges and Universities (HBCUs)

This bibliography identifies the important research, historical roles, challenges, and opportunities pertaining to our nation's Historically Black Colleges and Universities. Topics covered include: 1) history, 2) finance and support, 3) enrollment, 4) Title IX, 5) case applications, and 6) the future. Helpful Internet resources are also included. The advancement of these institutions may be enhanced by a close examination of the listed research.

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Fundamental Perspectives (History and Research)

EJ617643
Berger, Joseph B., & Milem, Jeffrey F. (2000). Exploring the impact of historically black colleges in promoting the development of undergraduates' self-concept. *Journal of College Student Development; 41*, 4, 381-94.
Study explores how institutional context affects the development of self-concept in a sample of 273 African-American college students. Findings suggest that students attending church affiliated with historically black colleges develop significantly higher self-ratings in three domains of self-concept—psychosocial wellness, academic, and achievement orientation—than do students attending similar predominantly white institutions.

ED433767
McLure, G. T., Rao, A. M. S., & Lester, W. L. (1999, Jun). *Comparing student perceptions of general education and personal growth outcomes at HBCU and non-HBCU institutions*. AIR 1999 Annual Forum Report. Paper presented at the Annual Forum of the Association for Institutional Research, Seattle, WA.
This study compared attitudes toward general education and personal growth of 3,410 students attending nine historically black colleges or universities (HBCUs) and 42,535 students attending 91 non-HBCUs. Data was retrieved from the most recent national user norm files for the College Outcome Survey. Analyses included percentages, factor analysis, item means, and factor means to describe results. Results indicated that students attending HBCUs tend to have more positive perceptions about their general education and their personal growth than do those attending non-HBCUs.

ED363683
Roebuck, J. B., & Murty, K. S. (1993). *Historically black colleges and universities: Their place in American higher education.* Westport, CT: Praeger Publishers.
Issues related to historically black colleges and universities (HBCUs) are addressed from a broad analytical perspective, including the history and development of HBCUs, and their current descriptions, structure, and functions. Topics include: a five-period history of HBCUs, profiling the major HBCUs, highlighting current demographics, academic programs, enrollment patterns, and faculty composition of HBCUs, and reviewing the literature on campus race relations, interracial and intraracial perceptions, and conflicts among black and white students and faculty on 10 black and 5 white campuses. This study concludes that HBCUs continue to have a significant place in higher education in the United States.

ED330264
Office for Civil Rights. (1991). *Historically black colleges and universities and higher education desegregation.* [Pamphlet]. (1991). Washington, DC.
This pamphlet provides an overview of the historic role, accomplishments, and challenges which face historically black colleges and universities (HBCUs) as they carry out their unique mission. It summarizes the efforts of the Department of Education aimed at strengthening HBCUs, while assuring that higher education programs do not discriminate on the basis of race. The pamphlet covers the background of HBCUs, the Civil Rights Act of 1964, the early compliance activity in postsecondary education, White House initiatives on HBCUs, the Higher Education Act, and information to consider in selecting a black college or university.

EJ507715
Cowan, T., & Maguire, J. (1995 Spring). History's milestones of African-American higher education. *Journal of Blacks in Higher Education, 7*, 86-90.
This chronology details major steps in the history of African-Americans in higher education. The time line begins with the 1763 birth of the first African-American to study at Princeton and marks the establishment of historically black colleges and universities as highlights. Notable African-American educators are listed.

ED419441
Department of Education. (1997). *White House initiative on historically black colleges and universities.* [Booklet]. Washington, DC.
This booklet presents background information and a justification for this White House initiative on historically black colleges and universities (HBCUs). On November 1, 1993, President Bill Clinton signed Executive Order 12876 requiring for the first time that: 1) federal agencies set annual goals for the amount of funds to be awarded to HBCUs; 2) a senior level executive in each agency have oversight in implementing the order; and 3) the Office of Management and Budget be involved in monitoring implementation of the order. Additional information offers a historical perspective; discussion of the role of HBCUs as a national resource; explanation of the role of the president's Board of Advisors on Historically Black Colleges and Universities; consideration of the role of federal agencies, the private sector, and the Office of Personnel Management; a list of the

105 four- and two-year public and private institutions; and a list of the federal agencies supporting HBCUs under this executive order.

ED363247
Farmer, V. L., & Farmer, B. L. (Comps.). (1993). History of black higher education in America. A selected bibliography.
This bibliography on the history of black colleges and universities includes approximately 500 references which were compiled and edited from three bibliographic databases--ERIC, PSYCH, SIRS--and Dissertation Abstracts and a manual library search. Entries are listed alphabetically by author. Publications were originally published from 1887 through 1992.

ED159287
Willie, C. V., & Edmonds, R. R. (Eds.). (1978). *Black colleges in America: Challenge, development, survival.* New York: Teachers College Press.
This book is compiled from revised versions of papers presented at the Black College Conference, held at Harvard University in 1976. The papers present a comprehensive analysis of what black colleges have done for themselves and for the nation and define the purposes and goals of education from the perspective of a black minority that is preparing young people for survival in a society dominated by a white majority. The book is divided into three sections: 1) the history and purpose of black colleges; 2) their administration, financing, and governance; and 3) teaching and learning in black colleges.

ED399897
Hoffman, C. M., & Others. (1996). *Historically black colleges and universities, 1976-1994.* Washington, DC: U.S. Government Printing Office.
This report presents a statistical overview of trends in the development of historically black colleges and universities (HBCUs). An introductory chapter reviews the history of HBCUs and discusses the current status in terms of enrollment, degrees conferred, staff, salaries, and finances. Nine text figures and 54 summary tables provide detailed data organized into the same categories. Supplemental information is given for all public and private institutions to allow comparative evaluations with all institutions.

EJ268513
Wingard, E. (1982 Sep). Experience of historically black colleges in serving diversely prepared students [Diverse student preparation: Benefits and issues]. *New Directions for Experiential Learning, 17*, 29-36.
The history of Black institutions against the context of race and class conditions within which they were founded and continue to function are discussed. The history of the racial and social class context is linked with the wider theme of diverse population.

Finance and Support

EJ619654
Sav, Thomas. (2000). *Tests of fiscal discrimination in higher education finance: Funding historically black colleges and universities. Journal of Education Finance, 26*, 2, 157-72.

A recent study's empirical tests suggest possible disparities (about 17 percent) in current funding of historically black colleges and universities. Overall redistribution of state funding would be necessary to move these colleges and predominantly white colleges and universities toward funding equity.

ED434559
(1999). *Supporting the historically black college and university mission: The Sallie Mae HBCU default management program.* Reston, VA: Sallie Mae.
This study examines the characteristics of students attending historically black colleges and universities (HBCUs), focusing on 14 HBCUs with student loan default rates of 25% or more over the last three years—rates high enough to jeopardize their continued participation in federal financial aid programs. It goes on to describe the characteristics of the students and makes suggestions for improvement.

ED418642
Nettles, M. T., Perna, L. W., Edelin, K. C., & Robertson, N. (1996). *The College Fund/UNCF statistical report, 1997.* Fairfax, VA: College Fund/UNCF
This report presents detailed information concerning the member institutions of the United Negro College Fund (UNCF), an organization which includes 39 privately supported historical black colleges and universities in the United States. Tables, graphs, and narrative are organized into sections on enrollment, admissions, degrees, faculty and staff, student financial aid, college costs, institutional finances, endowment, and computer hardware and software.

ED412822
Rhodes, F. H. T. (Ed.). (1997). *Successful fund raising for higher education. The advancement of learning. Series on higher education.* Phoenix, AZ: Oryx Press.
This book presents 11 case studies of effective partnership fundraising at various institutions of higher education. Representative topics are: successful fund raising at a large private research university, successful fund raising at a large public university with a foundation, successful fund raising at a medium-sized public university with a foundation, and successful fund raising at a religious-based college.

EJ550725
Dervarics, C. (1997 Aug). Dialing for dollars. *Black Issues in Higher Education, 14,* 13, 22-24.
Despite Pentagon efforts to target black colleges, historical black colleges and universities need subject expertise and aggressive tactics to win Department of Defense research contracts. The colleges compete with institutions, whose minority populations, alone or combined, are a majority of total enrollment. Several approaches useful in accessing funding are described, and information sources are detailed.

ED406921
Richmond, P. A., & Maramark, S. (1996). *On the road to economic development: A guide for continuing education programs at historically black colleges and universities.* Washington, DC: Research and Evaluation Associates, Inc.

This guide is designed to provide information, advice, and programming strategies that historically black colleges and universities (HBCUs) might use to enhance the involvement of their continuing education programs with community economic development. It includes a review of the literature on successful higher education, economic development initiatives, and highlights promising practices and innovative program elements that were found through a survey of nine HBCUs.

EJ550126
Sav, G. T. (1997, Spring). Separate and unequal: State financing of historically black colleges and universities. *Journal of Blacks in Higher Education, 15*, 101-04.
Argues that the Brown v. Board of Education case outlawing segregation in public schools has had a negligible impact on longstanding practices of unequal funding of publicly operated state universities. Suggests that black colleges and universities in many states continue to receive significantly less funding than their predominantly-white sister institutions.

Enrollment Issues

ED443905
Bennett, Pamela R., & Xie, Yu. (2000). Explaining the black-white gap in college attendance: Racial differences versus socioeconomic determinants. Research report.
College enrollment rates of blacks have historically trailed those of whites, although the actual size of the racial gap has fluctuated in recent decades. Using logistic regression and a decomposition analysis, this study investigated the extent to which this college-going gap is due to racial disparities in socioeconomic family backgrounds, academic performance, and expectations and values about education.

ED371064
Stephens, L. F., & Others. (1994). *Motivations for enrollment in graduate and professional school among African American students in HBCUs.* Clemson, SC: Clemson University, Houston Center for the study of the Black Experience Affecting Higher Education.
To identify factors motivating African-Americans to attend graduate or professional schools, questionnaires were mailed to nearly 1,600 African-American journalism or mass communication students at historically black colleges and universities (HBCUs). Among the findings, the main reason for choosing graduate school was self-actualization, better pay, and better career prospects. Implications for student recruitment are also discussed.

ED388732
Kennard, T. H. (Comp.). (1995). *The handbook of historically black colleges & universities (2nd ed. 1995-97). Comprehensive profiles and photos of black colleges and universities.* Wilmington, DE: Jireh & Associates, Inc.
This handbook contains profiles of 107 historically black colleges and universities in the United States and the Virgin Islands. Information is derived from the College Board Annual Survey of Colleges database. Information for each school describes: 1)

admissions criteria; 2) graduation information; 3) academic programs; 4) campus and student services; 5) sports and athletics; 6) academic majors; 7) the vital statistics of school history and characteristics, including enrollment and faculty size; 8) cost information; 9) financial assistance; and 10) notable alumni. A photo section illustrates some of the campuses.

ED426314
Littleton, R., Jr. (1998). *A historical perspective of black student development.*
Beginning with the Civil War and continuing through Reconstruction, black education became a national public policy issue. It was only after the Civil War that a national education policy could be implemented throughout the nation. The initiative for black education was orchestrated primarily by blacks, the church, and federal legislation. Despite the victimization of black education, historical black colleges and universities have contributed significantly to the holistic education of blacks and have survived and thrived in their mission to educate. In an attempt to accomplish these tasks, they have emphasized counseling and student development services. Student development services provide an opportunity for students to gain knowledge about surviving socially and intellectually in a predominant white culture. This review discusses 1) the history of black student development; 2) the roles blacks, religious organizations, and the federal government played in the evolving development of the black student; 3) the student development role of historically black colleges and universities; 4) the nature and needs of today's black student; and 5) implications for addressing the needs of black students.

ED415813
Himelhoch, C. R., Nichols, A., Ball, S. R., & Black, L. C. (1997). *A comparative study of the factors which predict persistence for African American students at historically black institutions and predominantly white institutions.* ASHE Annual Meeting Paper. Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
This study examines the predictive factors of persistence for African-American students at historically black colleges and universities (HBCU) and at predominantly white institutions, and is based on John Bean's (1982) synthetic model, which incorporates background, organizational, environmental, attitudinal, and outcome variables. The results show that for HBCUs, the predictors for persistence were faculty mentoring, intention to marry, changing a major or career, and intention to leave the institution. At predominantly white institutions, however, the mentoring of faculty was the sole predictor for African-American persistence.

EJ537772
Fields, C. D. (1996 Dec). Taking care of business (schools): HBCUs attracting "cream of the cream." *Black Issues in Higher Education, 13,* 21, 12-18.
This article discusses the development of highly competitive business schools at historically Black colleges and universities (HBCUs) over the last decade, focusing on accreditation, the search for qualified Black male students, the grooming of Black Ph.D.s, and measurement of competitiveness. Provides statistics on the number of business degrees conferred by HBCUs in 1993-94.

EJ554062
Chenoweth, K. (1997 Oct). Forthcoming ETS reports proclaims the importance of HBCUs. *Black Issues in Higher Education, 14,* 16, 16-19).
A recent Educational Testing Service (ETS) study drawing on several databases found that historically black colleges and universities (HBCUs) do a better job than traditionally white institutions (TWIs) in steering African-Americans into engineering and the hard sciences and preparing them for graduate study. The study also revealed patterns in student characteristics in HBCUs and TWIs.

Title IX (of the 1972 Education Amendments)

ED192653
Simmons, G. L. (1979). *The impact of implementing Title IX in a predominantly black public university.*
Information on the impact of implementing Title IX of the 1972 Education Amendments at Florida A & M University, a predominantly Black public university, is presented. Actions taken by Florida A & M to comply with the regulations regarding employees are described.

EJ543044
Fields, C. D. (1997 Apr). Title IX: Realization of a dream deferred twenty years. *Black Issues in Higher Education, 14,* 4, 28-29.
For one woman, federal legislation forbidding sex discrimination in educational institutions receiving federal funds has made it possible to return to college on an athletic scholarship after almost two decades of waiting. Since the passage of the law, the average number of sports available to women at colleges and universities, and the number of women participating has risen significantly.

EJ561293
Naughton, J. (1998 Feb). Title IX poses a particular challenge at predominantly black institutions. *Chronicle of Higher Education, 44,* 24, A55-56.
The high percentage of female undergraduate students at predominantly black colleges and universities makes it difficult for many Division I institutions to meet the male/female proportionality standards for athletics programs. Concentration of African-American athletes in just a few sports is also factor. Some institutions are dropping sports with high proportions of African-American athletes to meet requirements.

EJ543043
Greenlee, C. T. (1997 Apr). Title IX: Does help for women come at the expense of African Americans? *Black Issues in Higher Education, 14,* 4, 24-26.
Federal law that forbids sex discrimination in educational institutions receiving federal funds (Title IX) has created opportunities for women athletes, but some say men's sports have lost ground. Since athletics provide major educational opportunities for black men, and less so for black women, critics are concerned blacks may be losing.

Case Examples of HBCUs

ED446705
Williams, Sharon. (2000). How did Howard University, one of the leading historically black colleges and universities, develop as an academic institution during the period 1967 through 1997?
This paper reviews the development of Howard University in the District of Columbia during the period 1967-1997 as it adapted to broad social, cultural, and intellectual changes shaping the country during this period.

ED187279
Richardson, J. M. (1980). *A history of Fisk University, 1865-1946.* University, AL: The University of Alabama Press.
Covering the period from the beginnings of Fisk University through World War II, this narrative reviews the social and academic history of the institution. The problems of private universities, compounded by being black, are highlighted as are several events such as the student revolts of 1924-25, the appointment of the university's first black president, and the various socio-economic realities that impacted upon Fisk University's development.

ED347887
Gill, W. E. (1992). *The history of Maryland's historically black colleges.*
This paper presents a history of four historically black colleges in Maryland: Bowie State University, Coppin State College, Morgan State University, and the University of Maryland, Eastern Shore. The history begins with a section on the education of Blacks before 1800, a section on the education of Blacks from 1800 to 1900, and the beginning of higher education in the state after the Civil War. Included are a timeline of important events in higher education for Blacks in Maryland and 35 references.

EJ428982
Shaw, R. G. (1991 Jun-Jul). Forging new alliances with historically black colleges. *Community, Technical, and Junior College Journal, 61,* 6, 41-43.
This article discusses declining black enrollments at Central Piedmont Community College (CPCC). Alliances are proposed between CPCC and Johnson C. Smith University, which would focus on serving students, creatively explore the transfer of students from academic and vocational curricula, expand financial aid options, and emphasize the preparation of future teachers.

Future Challenges and Opportunities

ED446693
Nazeri, Janet Lea, & Nazeri, Mehdi. (2000). Desegregation and diversity: The paradox of a historically black university's successful mission refinement. ASHE Annual Meeting Paper.
This paper explores the effects and implications of mission refinement and desegregation efforts at a historically black university by analyzing 15-year student enrollment trend data.

EJ562817
Wagener, U., & Nettles, M. T. (1998 Mar-Apr). It takes a community to educate students. *Change, 30,* 2, 18-25.
Historically black colleges and universities (HBCUs) constitute only 3% of U.S. institutions of higher education and enroll about 16% of black students in college, and award about 27% of all bachelor's degrees to African-Americans, of African-Americans earning doctorates, and 35% have baccalaureate origins in HBCUs. These institutions foster student success through a supportive environment under difficult conditions.

EJ552021
St. John, E. P. (1997 Jan). Desegregation at a crossroads: Critical reflections on possible new directions. *Journal for a Just and Caring Education, 3,* 1, 127-34.
Given the changing legal context for higher education desegregation cases, there is an apparent need to rethink the strategies used by integration advocates. Examines implications of the articles in this special issue for the ongoing policy discourse on "de jure" segregation and inquires whether grounds exist for litigation on the "de facto" segregation resulting from new conservative finance policies.

EJ543038
Hollis, M. (1997 Apr). Overcoming segregation in Alabama becomes responsibility of HBCUs. *Black Issues in Higher Education, 14,* 4, 8,10-11.
In Alabama, scholarship money has been allocated to a historically black university to recruit white students, but little has been done to recruit minority faculty at mostly white institutions. A community college that feels it could enhance black university enrollments has had their enrollment and evening schedule restricted.

EJ547669
Suggs, E. (1997 May). HBCUs getting up to speed on the information highway. *Black Issues in Higher Education, 14,* 7, 22-23.
Historically black colleges and universities are working to keep pace with advances in information technology, with state-supported institutions finding funding somewhat easier than private colleges. The experiences of students, staff, and faculty at Southern University and A&M College (LA), North Carolina A&T State University, and North Carolina Central University illustrate the trend.

EJ541318
Blumenstyk, G. (1997 May). A small black college uses unconventional means to get computers on its campus. *Chronicle of Higher Education, 43,* 27, A21-22.
This article focuses on the experience of the leaders at Voorhees College (SC), a small historically black institution with limited finances, and how they have used ingenuity and hard work to develop a campus computer system. Despite lack of faculty and staff sophistication in computer use, the college is gradually improving computer resources and faculty computing skills, and enterprising students are making good use of the resources at hand.

ED427097
Walker, C., Bandele, O., & Mellion, D. (1998). *Multicultural education: Ways to utilize the historically black land-grant agricultural programs.*
The historically black land-grant institutions, sometimes referred to as "1890 institutions," have achieved many agricultural successes that can be used effectively in the multicultural education movement. These institutions have recently celebrated over 100 years of progress and productivity through teaching, research, and service to a culturally diverse world, and they have many lessons to offer multicultural education. After giving a historical overview, this paper offers five ways to utilize the historically black land-grant agricultural programs.

EJ485170
Manzo, K. K. (1994 May). Database to target HBCU students: New program hopes to increase number of African American Ph.D.s *Black Issues in Higher Education, 11,* 5, 26.
This article describes a new program that will link 38 public, historically black colleges and universities (HBCUs) with about two dozen doctoral-producing institutions to provide early identification of potential black graduate students. The program will also provide fellowships to support students through at least three years of doctoral study.

ED375193
Frierson, C. L. (1993). *Perceptions of African American educators toward historically black colleges and universities.*
The attitudes of African-American educators toward historically black colleges and universities (HBCU) were studied, focusing on the degree of support for HBCU, the perception that HBCU meet the needs of African-American students, whether non-Blacks should attend HBCU, and why African-Americans should choose them. The sample consisted of 30 African-American educators teaching at universities and colleges.

ED371703
Lockett, G. C. (1994). *Empowerment in HBCU's and PBCU's: Developing microcosms of the beloved community through the re-definition of social institutions and the learning and application of values.* Paper presented at the Annual Conference of the National Association for Equal Opportunity in Higher Education (19th, Washington, DC, March 24, 1994).
Historically black colleges and universities (HBCU's) and predominantly black colleges and universities (PBCU's) have an opportunity to empower their students and their institutions to develop "beloved communities" in which to exhibit innovations in human interactions and economic self-sufficiency. In this model, campuses would be used as research laboratories operating as "beloved communities" wherein microcosmic solutions to macrocosmic problems are developed. Steps in the empowerment of black universities and the nation are highlighted.

Internet Resources

HBCU Faculty Development Network
http://www.hbcufdn.org/

The HBCU Faculty Development Network is a network of historically black colleges and universities dedicated to the sharing of innovative instructional techniques. It sponsors an annual symposium which brings together representatives from HBCUFDN institutions and other interested parties for the purpose of sharing methods used to advance the teaching and learning process. It also encourages collaborative efforts between HBCUs, including the sharing of teaching innovations and the writing of proposals for outside funding.

The National Biotechnology Information Facility - Historically Black Colleges and Universities & Minority Institutions page
http://www.nbif.org

This page offers links to several sites including:

- Historically Black Colleges and Universities, including Minority Institutions, Programs and Information
- The Official Listing of Historically Black Colleges and Universities (provided by the Office of the Secretary of Defense)
- The Official Listing of Historically Black Colleges and Universities (provided by the Office of Education On-Line)
- The Official Listing of Minority Institutions
- Minority Institution Information
- United Negro College Fund (UNCF)

National Center for Education Statistics - Compendium: Historically Black Colleges and Universities - 1976-1994
http://nces.ed.gov/pubs/96902.html

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